

Easter Revision Booklet – GCSE English Literature – 5+

How to use this booklet

Each day:

- Learn 2–3 quotes
- Read a model paragraph
- Write ONE paragraph using the structure:
 1. **Point**
 2. **Evidence**
 3. **Explanation**
 4. **Zoom out to context**
 5. **Link back to question**

Sentence Starters (USE EVERY TIME)

The writer presents ___ as ___, “_____”

This has connotations of ___. (play imposter!)

In this context, this suggests...

Because/but/so that

10-Day Easter Plan

- **Day 1–3: Inspector Calls**
2 quotes + 1 paragraph
- **Day 4–5: Christmas Carol**
2 quotes + 1 paragraph
- **Day 6–7: Macbeth**
2 quotes + 1 paragraph
- **Day 8–10: Poetry**
5 poems per day

TOP TIPS

- Use SHORT quotes
- Always explain (don't retell)
- Link back to the question
- Talk about what you DO know, not what you don't
- BE CLEAR!!

BBC Bitesize



BBC Bitesize -



YouTube–
Power and



BBC Bitesize –
A Christmas



SECTION 1: An Inspector Calls

BIG IDEAS

1. Priestley promotes a socialist ideology in which he argues for collective social responsibility.
2. Priestley suggests that change is possible, and that hope lies with the younger generation.
3. Priestley challenges existing social hierarchies of class and gender.

How does Priestley present ideas about **responsibility**?

Linked ideas:

- collective responsibility
- lower/upper class
- Fairness
- Selfishness
- Capitalist ideologies/Socialist ideologies
- exploitation

How does Priestley present **inequality in society**?

Linked ideas:

- Poverty
- lower/upper class
- social hierarchy/social class
- male attitudes
- treatment of women
- Exploitation
- Prejudice
- Greed/wealth

Essential References

- *The Inspector's arrival interrupting Birling's speech*
- *The 'sharp ring of the doorbell' and the 'sharp ring of the telephone'*
- *Inspector's use of inclusive pronouns vs. the Birlings' use of possessive pronouns*
- *Sheila's change from 'mummy' to 'mother'*
- *Sheila's move from 'is it the one you wanted me to have?' (accepts the proposal) to 'not yet, I must think' (when she rejects the ring)*

- *The ‘thousands, yes thousands’ that Birling offers being eclipsed by the ‘millions and millions and millions’ of lower class lives the Inspector immediately references in response*

Reference: *The Inspector’s arrival interrupting Birling’s speech*

Analysis:

- The Inspector represents Socialist ideologies and Birling, Capitalist. In the speech, Birling belittles and mocks Socialist ideas (*‘community and all that nonsense’*) therefore this can be seen as the clash between the 2 sets of ideas playing out on stage.
- Birling interrupts others regularly – he sees himself as the authority in a room, therefore the Inspector’s arrival itself interrupting his speech demonstrates that there will be conflict between the two and he will not accept Birling’s superior and arrogant behaviours.

Reference: *The ‘sharp ring of the doorbell’ and the ‘sharp ring of the telephone’*

Analysis:

- Represents the cyclical nature of the play.
- The Inspector’s arrival is signalled by the ‘sharp ring of the doorbell’, highlighting that his presence will not be comfortable for the Birlings and he’s there to ‘burst’ their ignorant bubble.
- The play ends with the ‘sharp ring of the telephone’. The repetition of sharp indicating that the lessons have not been learnt, therefore nothing has changed and the process must repeat until all heed the messages of collective responsibility.

Reference: *Inspector’s use of inclusive pronouns vs. the Birlings’ use of possessive pronouns*

Analysis:

- The inclusive pronouns (we, our) used by the Inspector reflect his belief in collective responsibility; that we are all responsible for each other and part of the same society and community.
- These are directly juxtaposed by the possessive pronouns (I, my) used by the Birlings, which reflect their selfish and self-centred natures.
- This reference links well to the Inspector’s arrival interrupting Birling’s speech.

Reference: *Sheila’s change from ‘mummy’ to ‘mother’*

Sheila’s move from ‘is it the one you wanted me to have?’(accepts the proposal) to ‘not yet, I must think’ (when she rejects the ring)

Analysis:

- These symbolise Sheila’s growing independence and her rejection of the Patriarchy and traditional views of her parents and society.
- On a wider level, this reflects the growing independence of young women in society at the time, and the hope that Priestley saw within the younger generation.

Reference: *The ‘thousands, yes thousands’ that Birling offers being eclipsed by the ‘millions and millions and millions’ of lower class lives the Inspector immediately references in response*

Analysis:

- The fact Birling offers money reflects how Priestley’s criticism of how he felt Capitalist society functioned; the wealthy felt they could ‘fix’ issues with money alone.
- The ‘thousands’ Birling offers is likely literal and demonstrates the obscene lengths he would go to in order to protect his public reputation. The hyperbolic ‘millions and millions and millions’ is intended to eclipse the offer of money to emphasise how no amount of money is going to fix these issues in society. Capitalism and Socialism fight it out on stage again.

Key Moments

1. Mr Birling as the embodiment of Capitalism

Why it matters: Establishes Priestley’s criticism of selfish capitalism.

Key quotes:

- “A man has to mind his own business and look after himself.”
- “The Titanic... unsinkable, absolutely unsinkable.”
- “The Germans don’t want war.”

Context:

- Dramatic irony: 1945 audience knows Birling is wrong.
- Priestley criticises laissez-faire capitalism and promotes socialism.

2. Lack of rights for lower class workers

Why it matters: Establishes conflicting views on the treatment of lower class workers.

Key quotes:

- “Well, it’s my duty to keep labour costs down” – Mr Birling
- “She’d had a lot to say- far too much- so she had to go” – Mr Birling
- “If you don’t come down sharply on some of these people, they’d soon be asking for the earth.” – Mr Birling

Context

- 1912 workers had few rights.
- Priestley highlights injustice of capitalism.

3. Limited expectations of women

Why it matters: Shows the infantilisation of Sheila and attitude towards younger women.

Key quotes:

- “Yes, go on, Mummy. “ – Sheila
- “When you’re married you’ll realise that men with important work to do sometimes have to spend nearly all their time and energy on their business.” – Mrs Birling
- “Really the things you girls pick up these days!” – Mrs Birling

Context

- Women gaining independence (1912–1945).
- Younger generation symbolises hope for social change.

4. Sheila’s responsibility and change

Why it matters: Shows the possibility of change and moral growth.

Key quotes:

- “I know I’m to blame — and I’m desperately sorry.”
- “These girls aren’t cheap labour — they’re people.”
- “You mustn’t try to build up a kind of wall between us and that girl.”

Context

- Women gaining independence (1912–1945).
- Younger generation symbolises hope for social change.

5. Mrs Birling’s lack of social responsibility

Why it matters: Shows cruelty disguised as respectability.

Key quotes:

- “Girls of that class—”
- “I did nothing I’m ashamed of.”
- “She only had herself to blame.”

Context

- Charity often judged the ‘deserving’ poor.
- Highlights class prejudice.

6. The Inspector as the embodiment of socialism

Why it matters: Summarises Priestley’s message about responsibility.

Key quotes:

- “We are members of one body.”
- “Each of you helped to kill her.”
- “If men will not learn that lesson, they will be taught it in fire and blood and anguish.”

Context

- Inspector may represent Priestley’s voice or a moral conscience.
- Challenges Edwardian class hierarchy.

7. Hope for the future

Why it matters: Shows hope for the future lies with the younger generation.

Key quotes:

- “The point is, you don’t seem to have learnt anything.” – Sheila
- “it’s you two who are being childish- trying not to face the facts.” – Sheila

Context

- Younger generation symbolises hope for social change.
- Priestley highlights injustice of capitalism.

If you remember any quotes, make them these:

“We are members of one body”

“Unsinkable, absolutely unsinkable”

“Girls of that class”

Key Ideas

- Responsibility
- Class conflict
- Generational conflict

Your Task

How is conflict presented in An Inspector Calls?

Write ONE paragraph

Priestley presents conflict in An Inspector Calls to highlight _____

How is responsibility presented in An Inspector Calls?

Write ONE paragraph

Priestley presents responsibility in An Inspector Calls to highlight _____

How is power presented in An Inspector Calls?

Write ONE paragraph

Priestley presents power in An Inspector Calls to highlight _____

How is class presented in An Inspector Calls?

Write ONE paragraph

Priestley presents class in An Inspector Calls to highlight _____

How is the younger generation presented in An Inspector Calls?

Write ONE paragraph

Priestley presents the younger generation in An Inspector Calls to highlight _____

How is greed presented in An Inspector Calls?

Write ONE paragraph

Priestley presents greed in An Inspector Calls to highlight _____

What you need to do

AO1: Knowledge of key moments which work together to create the big ideas [What]

AO2: Ability to write about details of those key moments and how language has been used for impact [How]

AO3: Knowledge of the big ideas and how they contribute to Priestley's messages [Why]

A top answer hits all three in every paragraph.

AQA questions usually say something like:

How does Priestley present what life is like for women in *An Inspector Calls*?

This means:

- You must write about 3 key moments from the play
- You must focus on the key word (e.g. responsibility, gender, family, class)
- Top tip: highlight/underline the focus of the question and mention it in every paragraph.

Essay Structure

1. Thesis

- Briefly answer the question
- Mention the theme/character
- No quotes needed

2. Paragraph 1

- Focus on one key moment from the start of the play before the Inspector's arrival or because of his arrival
- Include quotation(s)/references
- Analyse language or dramatic methods
- Link to Priestley's message
- Link back to the question

3. Paragraph 2

- Focus on one key moment from the middle of the play: *As the play continues, we see...*
- Include quotation(s)/references
- Analyse language or dramatic methods
- Link to Priestley's message
- Link back to the question

4. Paragraph 3

- Focus on one key moment from the end of the play – what have the characters learned? *By the end of the play...*
- Include quotation(s)/references
- Analyse language or dramatic methods
- Link to Priestley's message
- Link back to the question

5. Conclusion

- Sum up Priestley's overall message
- Do not introduce new ideas
- Use 'ultimately'

Explained, structured – 18/30 [AO4 4/4]

Thesis

In *An Inspector Calls*, Priestley uses the Inspector as a powerful moral voice to criticise selfishness and promote social responsibility. Through what the Inspector says and how he behaves, Priestley suggests that society must change to become more equal and compassionate.

Paragraph 1 – The Inspector’s Moral Message

Priestley uses the Inspector’s speech to clearly express the need for social change. The Inspector states, “We are members of one body.” This metaphor suggests that society is like a single living organism where everyone is connected. The phrase “one body” emphasises unity and equality, implying that harming one person affects everyone. Priestley zooms in on this collective language to contrast with Mr Birling’s earlier focus on “a man has to mind his own business.” By presenting the Inspector as calm and certain when delivering this message, Priestley makes his ideas seem logical and morally correct. In 1945, after two world wars, audiences would understand the importance of cooperation and collective responsibility. Therefore, the Inspector represents Priestley’s socialist belief that society must work together to prevent suffering.

Paragraph 2 – The Inspector’s Authority and Control

Priestley also presents the Inspector as powerful and in control in order to suggest that social change is necessary. When he arrives, the stage directions state that he creates “an impression of massiveness, solidity and purposefulness.” The list of three adjectives makes him seem strong and determined. The word “purposefulness” suggests that he has a clear moral mission. Throughout the play, he controls the questioning and refuses to allow the Birlings to interrupt, which shifts power away from the wealthy upper class. Priestley zooms in on this structural control to show that traditional authority is being challenged. In Edwardian society, people like the Birlings held economic and social power, but the Inspector disrupts this hierarchy. This reflects Priestley’s view that society must move away from class privilege towards fairness.

Paragraph 3 – The Warning of Consequences

Finally, Priestley uses the Inspector to warn that failing to change will have serious consequences. In his final speech, the Inspector declares that if people do not learn responsibility, they will be taught it in “fire and blood and anguish.” The violent imagery in this phrase creates a semantic field of war and suffering. The nouns “fire” and “blood” suggest destruction, while “anguish” highlights emotional pain. Priestley zooms in on this harsh language to shock the audience into recognising the dangers of ignoring social responsibility. Written in 1945, after two world wars, this warning would remind audiences of the real devastation caused by selfish leadership and division. Through this apocalyptic tone, the Inspector becomes not just a character but a prophetic voice demanding change.

Ultimately

Ultimately, Priestley presents the Inspector as a moral guide, a challenge to upper-class power, and a warning about the consequences of selfishness. Through his speeches, authority and final message, the Inspector embodies Priestley's belief that society must become more responsible and equal. By the end of the play, it is clear that without social change, history will repeat itself.

What the examiner said:

- This is a clear and focused response with secure understanding of the Inspector's role.
- There is consistent reference to the text and relevant contextual awareness.
- Analysis is clear but remains straightforward rather than exploratory.
- To move into Level 4, the response would need more conceptual depth and more perceptive language analysis.

Section A: Modern prose or drama

Answer **one** question from this section on your chosen text.

JB Priestley: *An Inspector Calls*

EITHER

0 1

How does Priestley present some of the differences between the older and younger generations in *An Inspector Calls*?

Write about:

- how the different generations respond to events and to each other
- how Priestley presents the different generations in the play.

[30 marks]
AO4 [4 marks]

OR

0 2

What do you think is the importance of the ending of *An Inspector Calls*?

Write about:

- how the ending of the play presents some important ideas
- how Priestley presents these ideas by the ways he writes.

[30 marks]
AO4 [4 marks]

JB Priestley: *An Inspector Calls*

Either

0 1

How does Priestley present Gerald's relationships with women in *An Inspector Calls*?

Write about:

- the way Gerald treats women in the play
- how Priestley presents Gerald's relationships with women.

[30 marks]
AO4 [4 marks]

Or

0 2

How does Priestley use Eva Smith to represent poverty in *An Inspector Calls*?

Write about:

- what Eva's life is like in the play
- how Priestley uses Eva to represent the lives of poor people.

[30 marks]
AO4 [4 marks]

Section 2: A Christmas Carol

BIG IDEAS

1. Dickens conveys the message that everybody is capable of redemption.
2. Dickens emphasises the need for social responsibility and charity.
3. Dickens highlights the importance of family and friendship.

How does Dickens present **Scrooge's journey**?

Linked ideas:

- Redemption
- Transformation
- Scrooge's fears
- impact of the ghosts/spirits

How does Dickens present **poverty**?

Linked ideas:

- the Cratchits
- social hierarchy
- Social class
- Inequality
- Charity
- attitudes to the poor

Essential References

- Opening similes vs. ending similes (e.g. 'solitary as an oyster', 'hard & sharp as flint' vs. 'merry as a schoolboy', 'light as a feather')
- 'solitary as an oyster' and 'a solitary child' (in the school room)
- The poor are criminalised ('are there no prisons?' 'dismal little cell') and dehumanised ('wolfish') by the ignorant wealthy juxtaposed by the happiness we are shown in their homes
- Semantic field of money and business with Marley's ghost and Scrooge's past
- Semantic field of cold to describe Scrooge in the opening & cold linking to isolation
- Motif of fire and warmth linked to family and togetherness
- The fog and cold weather in the opening vs. the 'golden sunlight' and fog lifting at the end (pathetic fallacy)

Reference: *Opening similes vs. ending similes (e.g. 'solitary as an oyster', 'hard & sharp as flint' vs. 'happy as a schoolboy', 'light as a feather')*

Analysis:

- The same technique is used to demonstrate the direct contrast between Scrooge at the start (cold, isolated, miserly) and the end (warm, generous, kind) to reflect the significance of the journey he has been on.
- 'merry as a schoolboy' is a direct contrast to the 'schoolboy' we saw with the GhoCP who was a 'solitary child'.
- 'light as a feather' reminds us of the 'chains' Marley's ghost warned of for Scrooge – Scrooge's redemption has meant he has avoided the eternal weight of his sins.

Reference: *'solitary as an oyster' and 'a solitary child' (in the school room)*

Analysis:

- Repetition of 'solitary' to reflect the isolation and how it has developed over Scrooge's life – he was forced into solitude as a boy, and now chooses it as an adult. He has learned these behaviours over his whole life.
- The importance of Scrooge being shown his past (and the reader) – to see how deep rooted his desire for solitude and isolation is.

Reference: *The poor are criminalised ('are there no prisons? 'dismal little cell') and dehumanised ('wolfish') by the ignorant wealthy juxtaposed by the happiness we are shown in their homes*

Analysis:

- 'Are there no prisons?' And the 'dismal little cell' that Bob works in reflect Scrooge (and therefore the ignorant wealthy)'s attitudes towards the poor that Dickens criticised.
- Ignorance and Want are described as 'wolfish' and having 'claws'. The poor have been dehumanised by the wealthy, there is a danger in them, though, they are like wild animals, they are the majority in society, the wealthy should fear what they are being turned to by their behaviour.
- The contrast is stark to the warmth, joy and happiness seen in the homes of the Cratchits, Fred, Fezziwig's party and the miners.

Reference: *Semantic field of money and business with Marley's ghost and Scrooge's past*

Analysis:

- Directly contrasts the poverty felt by the Cratchits (and others)
- Consider Belle – 'another idol has displaced me' 'a golden one'. Scrooge's pursuit of wealth makes him push away human contact and love. Belle's comment of 'when we were both poor and content to be so' reminds us of the likes of Fezziwig and the Cratchits, who value family and togetherness above all else.
- Marley's words 'mankind was my business' take the ideas of wealth and business that are familiar to Scrooge and apply the human idea of 'mankind' to try to force Scrooge into seeing what his priorities should be.

Reference: *Semantic field/motif of cold to describe Scrooge in the opening & cold linking to isolation*

Motif of fire and warmth linked to family and togetherness

Analysis:

- These 2 motifs directly juxtapose each other – cold is present in the novella whenever we see cruel, harsh behaviour and isolation (e.g. Scrooge’s office in Stave 1) whereas fires and warmth are used whenever there is kindness, family or togetherness being demonstrated (e.g. the Cratchit household, the miners, Fred being ‘all in a glow’)
- Dickens uses repeated ideas again here to show clear changes. E.g. the single coal in Cratchit’s fire at the start vs. ‘make up the fires’ in Stave 5.

Reference: *The fog and cold weather in the opening vs. the ‘golden sunlight’ and fog lifting at the end (pathetic fallacy)*

Analysis:

- Pathetic fallacy is used – even the weather is affected by Scrooge who ‘carried about his own low temperature’.
- Another direct (and very obvious) contrast used by Dickens to show the extent of the negativity at the start and the impact of Scrooge’s change on those around him – this is what all wealthy must do to ensure a better society.
- The ‘golden sunlight’ reminds us that this is a tale of morality and enlightenment. The religious image reminds us of the ‘sins’ Marley references in Stave 1 with his chains.

Key moments

1. Marley’s death and warning

Why it matters: Introduces the moral message of the novella and the consequences of greed.

Key quotes:

- “Marley was dead: to begin with.”
- “Mankind was my business.”
- “I wear the chain I forged in life.”

Context:

- Victorian readers feared damnation and the afterlife.
- Dickens uses Marley as a warning of what Scrooge could become.

2. Scrooge’s attitude to poverty

Why it matters: Establishes Scrooge as selfish and socially irresponsible.

Key quotes:

- “Are there no prisons?”
- “If they would rather die, they had better do it, and decrease the surplus population.”

- “A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner.”

Context

- Reflects Malthusian ideas about population.
- Workhouses were harsh and feared by the poor.

3. The Ghost of Christmas Past

Why it matters: Shows how Scrooge became emotionally isolated.

Key quotes:

- “A solitary child, neglected by his friends.”
- “I should like to have given him something.”
- “Another idol has displaced me.”

Context

- Victorian readers valued childhood innocence.
- Dickens believed neglect shaped adult behaviour.

4. Fezziwig’s Christmas

Why it matters: Contrasts benevolent and miserly employers.

Key quotes:

- “The happiness he gives is quite as great as if it cost a fortune.”
- “He has the power to render us happy or unhappy.”

Context

- Dickens criticises exploitative employers.
- Reflects Victorian debates about workers’ welfare.

5. The Cratchit family and Tiny Tim

Why it matters: Highlights poverty, family, and social responsibility.

Key quotes:

- “God bless us every one!”
- “They were not a handsome family; they were not well dressed.”
- “If these shadows remain unaltered... the child will die.”

Context

- Many Victorian children lived in poverty.
- Dickens uses bleakness to encourage reform.

6. Ignorance and Want

Why it matters: Dickens directly criticises society's treatment of the poor.

Key quotes:

- "This boy is Ignorance. This girl is Want."
- "Beware them both... but most of all beware this boy."

Context

- Lack of education and poverty were major Victorian issues.
- Dickens believed social neglect led to crime and suffering.

7. The Ghost of Christmas Yet to Come and redemption

Why it matters: Shows the consequences of a life without compassion and Scrooge's transformation.

Key quotes:

- "He feared the silent shape."
- "I will honour Christmas in my heart."
- "He became as good a friend, as good a master, and as good a man."

Context

- Victorian literature often promoted moral improvement.
- Dickens believed people could change and society could be reformed.

If you remember any quotes, make them these:

"Hard and sharp as flint"

"Are there no prisons?"

"I will honour Christmas in my heart"

Key Ideas

- Change
- Responsibility
- Rich vs poor

Your Task

How does Dickens present changes in Scrooge?

Write ONE paragraph

Dickens presents changes in Scrooge to highlight _____

How does Dickens present responsibility in A Christmas Carol?

Write ONE paragraph

Dickens presents responsibility in A Christmas Carol to highlight_____

How does Dickens present power in A Christmas Carol?

Write ONE paragraph

Dickens presents power in A Christmas Carol to highlight_____

What you need to do

AO1: Knowledge of key moments which work together to create the big ideas

[What]

AO2: Ability to write about details of those key moments and how language has been used for impact [How]

AO3: Knowledge of the big ideas and how they contribute to Dickens' messages

[Why]

A top answer hits all three in every paragraph.

AQA questions usually say something like:

Starting with this extract, explore how Dickens presents the lessons Scrooge learns about life in A Christmas Carol.

This means:

You must write about the extract

You must write about the rest of the novella

You must focus on the key word (e.g. responsibility, charity, family, Christmas)

Top tip: highlight/underline the focus of the question and mention it in every paragraph.

Essay Structure

1. Thesis

- Briefly answer the question
- Mention the theme/character
- No quotes needed

2. Paragraphs 1

- Focus on one key moment from the start of the novella before the arrival of Marley's Ghost or because of the Marley's Ghost (this may be the extract)
- Include quotation(s)/references
- Analyse language or methods
- Link to Dickens' message
- Link back to the question

3. Paragraph 2

- Focus on one key moment from the middle of the novella: *As the novella continues, we see...* (this may be the extract)
- Include quotation(s)/references
- Analyse language or methods
- Link to Dickens' message
- Link back to the question

4. Paragraph 3

- Focus on one key moment from the end of the novella – what has Scrooge learned? *By the end of the novella...* (this may be the extract)
- Include quotation(s)/references
- Analyse language or methods
- Link to Dickens' message
- Link back to the question

5. Conclusion

- Sum up Dickens' overall message
- Do not introduce new ideas
- Use 'ultimately'

Using References Together

1. Responsibility & Consequences

Quotes:

- **“Mankind was my business.”**
- **“I wear the chain I forged in life.”**
- **“Marley was dead: to begin with.”**

Link:

Dickens shows that people must take responsibility for others. Marley regrets his

actions and suffers after death, showing that ignoring the poor has consequences. This warns Scrooge (and the reader) to change.

2. Attitudes to the Poor (Beginning of the novella)

Quotes:

- **“Are there no prisons?”**
- **“If they would rather die... decrease the surplus population.”**
- **“A squeezing, wrenching... covetous old sinner.”**

Link:

Scrooge is presented as cruel and uncaring towards the poor. Dickens uses harsh language to show he values money over people. This highlights the unfair treatment of the poor in society.

3. Causes of Scrooge’s Behaviour (Past)

Quotes:

- **“A solitary child, neglected by his friends.”**
- **“Another idol has displaced me.”**
- **“I should like to have given him something.”**

Link:

Dickens shows that Scrooge was once lonely and became obsessed with money. His past explains why he is cold, but also suggests he has the ability to change.

4. Power of Kindness (Fezziwig & Fred)

Quotes:

- **“The happiness he gives... cost a fortune.”**
- **“He has the power to render us happy or unhappy.”**

Link:

Dickens shows that kindness and generosity are more important than money. True happiness comes from how people treat others, not wealth.

5. The Cratchits & Poverty**Quotes:**

- **“God bless us every one!”**
- **“They were not... well dressed.”**
- **“If these shadows remain unaltered... the child will die.”**

Link:

Dickens presents the poor as kind and loving despite their struggles. Tiny Tim represents innocence, and his possible death shows the real impact of poverty.

6. Social Responsibility**Quotes:**

- **“This boy is Ignorance. This girl is Want.”**
- **“Beware them both...”**

Link:

Dickens warns society about the dangers of poverty and lack of education. He suggests that ignoring these problems will lead to serious consequences.

7. Change and Redemption (Ending)**Quotes:**

- **“He feared the silent shape.”**
- **“I will honour Christmas in my heart.”**
- **“He became as good a man...”**

Link:

Scrooge changes after seeing his future. Dickens shows that it is never too late to improve and become kind and generous.

8. Full Journey**Quotes:**

- “Hard and sharp as flint”
- “Are there no prisons?”
- “I will honour Christmas in my heart”

Link:

Scrooge begins as cold and selfish but changes into a kind and caring person. Dickens shows that people can learn to take responsibility for others.

Linking References**1. Scrooge: Cold → Kind****Beginning:**

- “Hard and sharp as flint”

End:

- “He became as good a friend, master, man...”

Link:

At the start, Scrooge is presented as cold and uncaring. However, by the end he is kind and generous. Dickens shows that people can change their behaviour.

2. Blaming the Poor → Responsibility**Beginning:**

- “Are there no prisons?”

End:

- “I will honour Christmas in my heart”

Link:

At first, Scrooge refuses to help the poor. By the end, he accepts responsibility for others. Dickens suggests everyone should care for those in need.

3. Selfishness → Generosity

Beginning:

- “Every idiot who goes about with ‘Merry Christmas’..”

Middle (Fezziwig):

- “The happiness he gives...”

End:

- “I’ll send it to Bob Cratchit’s!”

Link:

Scrooge starts by rejecting Christmas and kindness. Through Fezziwig, he learns that happiness comes from generosity, and by the end he acts on this.

4. Isolation → Connection

Beginning:

- “Solitary as an oyster”

Middle:

- “A solitary child, neglected by his friends”

End:

- “He became as good a friend...”

Link:

Scrooge is isolated at the start, which links to his lonely childhood. By the end, he forms relationships with others. Dickens shows that loneliness can be changed.

5. Money → Human Value

Beginning:

- “Another idol has displaced me”

End:

- “Not a handsome family... but happy”

Link:

Scrooge once chose money over love. By the end, he learns that happiness does not come from wealth. Dickens criticises greed.

6. Ignorance → Awareness

Middle:

- “This boy is Ignorance. This girl is Want”

End:

- “He knew how to keep Christmas well”

Link:

The spirits show Scrooge the problems in society. By the end, he understands and changes his behaviour. Dickens shows the importance of awareness.

7. Fear → Change

Middle/End:

- “He feared the silent shape”

End:

- “I will honour Christmas in my heart”

Link:

Scrooge is frightened by his future. This fear pushes him to change. Dickens shows that fear can lead to positive change.

Useful Words

Connected to Greed

1. Abundance *A very large quantity of something*
2. Misanthropy *A dislike of humankind*
3. Poverty *The state of being extremely poor*
4. Miser *A person who hoards wealth and spends as little money as possible*
5. Avarice *Extreme greed for wealth and material gain*
6. Covetous *Having a great desire to possess something belonging to someone else*

Connected to Hardship

7. Precarious *Insecure or uncertain*
8. Destitute *Extremely poor and lacking the means to provide for oneself*
9. Solitary *Existing alone*
10. Apprehension *Anxiety or fear that something bad or unpleasant will happen*
11. Pity *The feeling of sorrow and compassion caused by the suffering and misfortunes of others*
12. Poignant *Evoking a keen sense of sadness or regret*
13. Grief *Intense sorrow*

Connected to Transformation

14. Nostalgia *A sentimental longing or wistful affection for a period in the past*
15. Remorse *Deep regret or guilt*
16. Empathetic *Showing an ability to understand and share the feelings of another*
17. Redemption *The action of saving or being saved from sin, error, or evil*
18. Altruistic *Showing a selfless concern for the well-being of others*
19. Morality *Principles concerning the distinction between right and wrong or good and bad behaviour*
20. Benevolent *Well-meaning and kindly*
21. Philanthropy *The desire to promote the welfare of others, expressed especially by the donation of money*

Literary Terms

22. Didactic *A text that is intended to teach a moral lesson*
23. Allegory *A story, reference or image that reveals an important message or has a wider meaning*
24. Foreshadow *A warning or indication about a future event*
25. Pathetic Fallacy *The projection of human emotions onto the natural world*
26. Symbolism *The use of images or objects to convey wider meanings*
27. Foil *An intentional contrast between two characters*

A Christmas Carol – L4 – 17/30

Scrooge through the Novel is presented with immense change, due to the lessons from each Ghost.

At the start of the story, Charles Dickens uses pathetic fallacy to present Scrooges horrible character, 'cold', 'fog'. The constant description of Scrooges wicked ways is presented alongside his surroundings (homeless avoided asking money, dogs shied away from him) and the bleak and miserable weather. Also, Scrooges appearance has even been impacted, 'the cold within him froze his old features'. This metaphorical quote suggests Scrooges cold hearted nature has affected his appearance and his surroundings. The impactful verb 'froze' suggests Scrooge's features have been stuck and therefore changed due to his actions during life. This is due to capitalism.

Charles dickens uses Scrooge to present faults of capitalism and he uses Ghost of Christmas present to show this. An important scene is when Ghost of Christmas present shows us a happy family of Cratchits. These Cratchits despite their low income have an enjoyable and wealthy Christmas day. The fact that their happy and accompanied with low amounts of money whilst Scrooge with all the money he needs was miserable and isolated. This told Scrooge that some things money simply couldn't buy.

However, the Ghost then showed a dying Tiny Tim to Scrooge which shocked and appalled Scrooge. This worry some Scrooge was unlike his old cold, isolated self. It shows he finally managed to care for other again.

This scene is purposefully written by Dickens to present the mistreatment of the poor by the wealthy during the Victorian century. He does this by using Scrooge as the wealthy ignorant man and the Cratchits as the mistreated poor. This is as Scrooge has the power to increase Bob Cratchit pay which would him to easier feed his family and save Tiny tim's life. Dickens has first hand felt the mistreatment of being poor and even whilst wealthy saw the ignorance presented by others .

Another vital scene which led to Scrooge's development was just before Ghost of Christmas present was erased. The Ghost showed 2 disgusting monsters then proceeded to say, 'This boy is ignorance and the girl is want.' Dickens uses simple sentences so that readers read them as simple, true facts and so that the readers realise the boy and girl are majorly suffering from ignorance and want and cannot see more past that. Furthermore, the metaphorical language in 'Boy is ignorance' and 'Girl is want' is purposeful as it relates to societal structure during the Victorian era. Males (the boy) had more power and usually wealth too meaning they had the ability to chance society to a better and more directly, give girls education. That is why girls are want as they need education but boys are ignorant as they refuse to see past selfishness and provide them education.

Charles Dickens was Ghost of Christmas future to permanently change Scrooge by the use of fear. In the extract it states, 'frightened everyone when he was alive', 'ha, ha!'. This causes Scrooge to straight away be frightened, frightened by the thought of being hated, lost and only remembered for his wealth, whereas his old self wouldn't even care for other reactions.

Although this scares Scrooge, 'relentless and disturbed' terrifies Scrooge as he begins to realise his death was only use to be gnawed away from animals Scrooge after this scene instantly

changes, giving charity whilst his old self said 'were there no workhouses'. His behaviour is completely juxtaposed showing the spirits lessons worked.

What the examiner said:

- ✓ The response focuses very clearly on the task in terms of the lessons Scrooge learns.
 - ✓ They use a range of relevant references to support their discussion, which become increasingly useful and effective as the essay develops. AO2 is demonstrated through some word-level effects and also the presentation of Scrooge's character through the scene with Bob Cratchit.
 - ✓ They turn to the extract later in their answer which works very well as a way of organising their response overall and, by the end of the response, have achieved some Level 4 for AO1 task and references.
- In order to make an improvement to this response, more focus on writer's methods, and maybe clearer demonstration of firm understanding of ideas would be useful.

In this extract, the Ghost of Christmas Yet to Come shows Scrooge the scene at a deathbed.

"Ha, ha!" laughed the same woman, when old Joe, producing a flannel bag with money in it, told out their several gains upon the ground. "This is the end of it, you see! He frightened every one away from him when he was alive, to profit us when he was dead! Ha, ha, ha!"

5 "Spirit!" said Scrooge, shuddering from head to foot. "I see, I see. The case of this unhappy man might be my own. My life tends that way, now. Merciful Heaven, what is this!"

10 He recoiled in terror, for the scene had changed, and now he almost touched a bed: a bare, uncurtained bed: on which, beneath a ragged sheet, there lay a something covered up, which, though it was dumb, announced itself in awful language.

15 The room was very dark, too dark to be observed with any accuracy, though Scrooge glanced round it in obedience to a secret impulse, anxious to know what kind of room it was. A pale light, rising in the outer air, fell straight upon the bed; and on it, plundered and bereft, unwatched, unwept, uncared for, was the body of this man.

20 Scrooge glanced towards the Phantom. Its steady hand was pointed to the head. The cover was so carelessly adjusted that the slightest raising of it, the motion of a finger upon Scrooge's part, would have disclosed the face. He thought of it, felt how easy it would be to do, and longed to do it; but had no more power to withdraw the veil than to dismiss the spectre at his side.

25 Oh cold, cold, rigid, dreadful Death, set up thine altar here, and dress it with such terrors as thou hast at thy command: for this is thy dominion! But of the loved, revered, and honoured head, thou canst not turn one hair to thy dread purposes, or make one feature odious. It is not that the hand is heavy and will fall down when released; it is not that the heart and pulse are still; but that the hand was open, generous, and true; the heart brave, warm, and tender; and the pulse a man's. Strike, Shadow, strike! And see his good deeds springing from the wound, to sow the world with life immortal!

30 No voice pronounced these words in Scrooge's ears, and yet he heard them when he looked upon the bed. He thought, if this man could be raised up now, what would be his foremost thoughts? Avarice, hard-dealing, griping cares? They have brought him to a rich end, truly!

35 He lay, in the dark empty house, with not a man, a woman, or a child, to say that he was kind to me in this or that, and for the memory of one kind word I will be kind to him. A cat was tearing at the door, and there was a sound of gnawing rats beneath the hearth-stone. What they wanted in the room of death, and why they were so restless and disturbed, Scrooge did not dare to think.

Starting with this extract, explore how Dickens presents the lessons Scrooge learns about life in *A Christmas Carol*.

Write about:

- how Dickens presents Scrooge in this extract
- how Dickens presents the lessons Scrooge learns about life in the novel as a whole.

Improve this:

Marley's ghost was sent as a first warning to Scrooge but he never listened. The lessons Scrooge learns in life is the lessons Marley tries to teach him. The quote 'I wear The chains I forged in life' is one of the first lessons Scrooge learns but doesn't listen to until the end of the novel. The quote 'on it, Plundered and bereft,

unwatched, unwept, uncared for was the body of this man' Dickens uses this to show what Scrooge caused. This quote represents most of Scrooges life.

Improve this:

Scrooge is presented as a very lonely and selfless man in the quote "as solitary as an oyster". This presents Scrooge to the audience as a strange and interesting character. This is because the word "oyster" tells the audience that Scrooge is a tough shell to crack but once you really get to know him he is not as nasty and mean that he presents himself.

Section 3: Macbeth

BIG IDEAS

1. Macbeth's illegitimate rule demonstrates the terrible consequences of disrupting the natural order.
2. Shakespeare uses the play to demonstrate the consequences of engaging with the supernatural.
3. Macbeth's role as a tragic hero highlights how vulnerable people are to the destructive temptation of power.

How does Shakespeare present the **disruption of the natural order**?

Linked ideas:

- Macbeth
- the witches
- the supernatural
- loyalty
- betrayal
- characterisation of Macbeth

How does Shakespeare present the **pursuit of power**?

Linked ideas:

- characterisation of Lady Macbeth and/or Macbeth
- ambition
- the witches & the supernatural
- morality/immorality
- the fate of Macbeth

Essential References

- *We first hear about Macbeth through the words of the witches 'all hail Macbeth'*
- *'For brave Macbeth' to the 'dead butcher'*
- *'Come you spirits' to the 'fiend-like queen'*
- *Motifs of blood and water throughout*

Reference: *We first hear about Macbeth through the words of the witches 'all hail Macbeth'*

Macbeth's first line 'so fair and foul a day' mirroring the words of the witches

Analysis:

- Links Macbeth to the witches and the supernatural immediately – do they hold the power?
- Macbeth is the main character, yet he is not the first character we meet which immediately signals to the audience that something is a little strange about this play – couple that with the fact the first characters onstage are witches, who are discussing

this main character, and they would likely be very wary of Macbeth when he eventually appears.

- Macbeth's first words immediately mimic the witches 'so fair and foul a day I have not seen' which could suggest he has the potential to be easily led by them from the very start (or even that he has evil within him, potentially!)

Reference: *'For brave Macbeth' to the 'dead butcher'*

Analysis:

- Still before we meet Macbeth himself, we go from the witches discussing him to the Captain with 'for brave Macbeth'. He is described as heroic, loyal warrior but brutal and strong as he 'carves out his passage'.
- In 1:2 he is killing in the name of his King; he is loyal.
- By Act 5, the tyrant Macbeth loses his right to even be remembered by name and is described as a 'dead butcher' – a ruthless, senseless killer.
- His name and legacy are exactly what he strived for which make Malcolm's comment even more significant and brutal.
- Macbeth was a killer at the start but he was loyal, the 'butcher' he has become by the end kills not for loyalty, but through evil and for personal gain.

Reference: *'Come you spirits' to the 'fiend-like queen'*

Analysis:

- The first time we meet Lady Macbeth, she is calling to 'spirits' and therefore turning to witchcraft in pursuit of power – she knows that, as a woman, she cannot obtain power in the same way as her husband, but she is independent and, in our first meeting, clearly does not trust her husband to do what is necessary to fulfil her ambition.
- A 'fiend' is an evil spirit – Malcolm's description of her in Act 5, like with Macbeth, is very fitting. Her associations with witchcraft are damning and, essentially, turn her to the very thing she tried to command in 1:5.
- Like Macbeth, she loses even her name (and therefore her legacy). She is underserving of being spoken about or remembered in any way; the punishment for acting against her King and God.

Reference: *Motifs of blood and water throughout*

Analysis:

- Blood appears numerous times in the play and is used, largely, to represent guilt. The blood on the hands is an exceptionally famous reference and the fact that Lady Macbeth cannot remove it (in her mind) reflective of the fact that the guilt and punishment associated with acts against God cannot simply be 'washed away'.
- The blood begins as literal (the daggers) and becomes symbolic and part of hallucinations later, all associated with the original murder and the sin committed.

- The act of hand washing is a repeated image throughout and seen as an attempt to wash away sin. Again, the message here is that this is impossible. Consider how we are shown the demise of LM's mind through these images as she moves in 2:2 from 'a little water clears us of this deed' to in 5:1 'here's the smell of blood still' and 'will all the perfumes of Arabia sweeten this little hand' (and she frantically washes her hands to remove the 'spot').

Key moments

1. The Witches

Why it matters: This moment plants ambition and introduces fate vs free will.

Key quotes:

- "All hail, Macbeth, that shalt be King hereafter!"
- "Fair is foul, and foul is fair"
- "Why do I yield to that suggestion / Whose horrid image doth unfix my hair?"

Context:

- Jacobean audiences believed witches were real and evil (James I wrote *Daemonologie*).
- The Great Chain of Being: challenging God-given order is unnatural.

2. Lady Macbeth summons the supernatural

Why it matters: Introduces Lady Macbeth's rejection of femininity and moral restraint.

Key quotes:

- "Unsex me here"
- "Take my milk for gall"
- "Look like th' innocent flower, / But be the serpent under't."

Context

- Women were expected to be passive, nurturing, and obedient.
- Rejecting motherhood = rejecting natural and divine order.

3. Is this a dagger soliloquy

Why it matters: Shows Macbeth's fractured mind just before murder.

Key quotes:

- "Is this a dagger which I see before me?"
- "A dagger of the mind"
- "Hear it not, Duncan, for it is a knell / That summons thee to heaven or to hell."

Context

- Soliloquies reveal private thought, exposing moral struggle.

- Murdering a king = regicide, the worst crime imaginable.

4. Duncan's murder and immediate guilt

Why it matters: The moment ambition turns into irrevocable guilt.

Key quotes:

- "I have done the deed."
- "Will all great Neptune's ocean wash this blood / Clean from my hand?"
- "Macbeth does murder sleep."

Context:

- Blood symbolises guilt and moral stain.
- Sleep = innocence, peace, God's blessing.

5. Banquo's Ghost

Why it matters: Public exposure of guilt; Macbeth's power begins to unravel.

Key quotes:

- "Thou canst not say I did it."
- "Never shake thy gory locks at me."
- "O, full of scorpions is my mind."

Context:

- Ghosts were seen as divine punishment or guilt made visible.
- Kings were meant to be calm, controlled, authoritative — Macbeth is none of these.

6. The Apparitions

Why it matters: Macbeth becomes overconfident and tyrannical.

Key quotes:

- "None of woman born shall harm Macbeth."
- "Macbeth shall never vanquish'd be until / Great Birnam Wood to high Dunsinane Hill / Shall come against him."
- "From this moment / The very firstlings of my heart shall be / The firstlings of my hand."

Context

- Witches speak in equivocation (half-truths).
- James I despised equivocation after the Gunpowder Plot.

7. Lady Macbeth's sleepwalking and death

Why it matters: The collapse of control; guilt destroys her.

Key quotes:

- “Out, damned spot!”
- “What, will these hands ne’er be clean?”
- “The Thane of Fife had a wife. Where is she now?”

Context

- Mental illness seen as moral or spiritual punishment.
- Sleepwalking exposes truths the waking mind hides.

If you remember any quotes, make them these:

“Vaulting ambition”

“Out, damned spot”

“Brave Macbeth”

Key Ideas

- Ambition
- Guilt
- Power

Your Task

How does Shakespeare present ambition in Macbeth?

Write ONE paragraph

Shakespeare presents ambition in Macbeth to highlight_____

How does Shakespeare present guilt in Macbeth?

Write ONE paragraph

Shakespeare presents guilt in Macbeth to highlight_____

How does Shakespeare present power in Macbeth?

Write ONE paragraph

Shakespeare presents power in Macbeth to highlight _____

What you need to do

AO1: Knowledge of key moments which work together to create the big ideas

[What]

AO2: Ability to write about details of those key moments and how language has been used for impact [How]

AO3: Knowledge of the big ideas and how they contribute to Shakespeare's messages [Why]

A top answer hits all three in every paragraph.

AQA questions usually say something like:

Starting with this extract, explore how Shakespeare presents ambition in Macbeth.

This means:

You must write about the extract

You must write about the rest of the play

You must focus on the key word (e.g. ambition, power, guilt, violence)

Top tip: highlight/underline the focus of the question and mention it in every paragraph.

Essay Structure

1. Thesis

- Briefly answer the question
- Mention the theme/character
- No quotes needed

2. Paragraphs 1

- Focus on one key moment from the start of the play before the witches or because of the witches (this may be the extract)
- Include quotation(s)/references
- Analyse language or dramatic methods
- Link to Shakespeare's message
- Link back to the question

3. Paragraph 2

- Focus on one key moment from the middle of the play: *As the play continues, we see...* (this may be the extract)
- Include quotation(s)/references
- Analyse language or dramatic methods
- Link to Shakespeare's message
- Link back to the question

4. Paragraph 3

- Focus on one key moment from the end of the play – what have the characters learned? *By the end of the play...* (this may be the extract)
- Include quotation(s)/references
- Analyse language or dramatic methods
- Link to Shakespeare's message
- Link back to the question

5. Conclusion

- Sum up Shakespeare's overall message
- Do not introduce new ideas
- Use 'ultimately'

Macbeth is a coward

Lady Macbeth accuses Macbeth of being cowardly and says, 'screw your courage to the sticking-place' – but that doesn't necessarily mean he's actually a coward. It's up for debate. A better way forward is to describe him as a conflicted and indecisive character.

Macbeth goes mad

There are clear points in the play where Macbeth behaves irrationally. However, to say he just goes mad is an over-simplification. For example, when he is alone at Dunsinane, he speaks calmly and coherently about his age and increasing isolation: 'My way of life / Is fall'n into the sere, the yellow leaf'.

Lady Macbeth is a man

More delicate phrasing is required here: Lady Macbeth is not a submissive character and she subverts the gender hierarchy of the time. She has a desire to transcend her role as a woman ('unsex me here') and refuses to conform to limiting social expectations.

Lady Macbeth is just a villain

Lady Macbeth is manipulative and ruthless, but she's also vulnerable. She concedes that she doesn't have it in her to kill Duncan herself because he resembles her 'father as he slept' and, later on, she becomes increasingly concerned by Macbeth's tyranny. And then there's A5S1: 'Out, damned spot!'

Banquo does not care about the prophecies

Banquo is initially sceptical about the prophecies, but that doesn't mean he's not intrigued by them. He reflects alone on stage in A3S1 that Macbeth 'has it now, King, Cawdor, Glamis, all' and wonders 'May they not be my oracle as well'.

The play ends happily

The play does end happily in the sense that Malcolm is rightly restored to the throne – 'Hail, King of Scotland' exclaims Macduff in A5S9. However, those words reflect the cries of 'Hail' from the three Witches in A1S3. This subtle mirroring casts a degree of uncertainty on the longevity of Malcolm's reign. A happy ending, no doubt, but also a menacingly ambiguous one.

In 'Macbeth', Shakespeare presents the relationship between Macbeth and Lady Macbeth as very unusual for its time. Normally the man would have been the dominant one in the household, but in 'Macbeth', Shakespeare presents Lady Macbeth as the most dominant.

In the extract, Lady Macbeth is very bossy towards Macbeth, and instructs him to 'Go carry them [the daggers] and smear the sleepy grooms with blood' As she is pulling the strings and telling Macbeth what to do, it shows she is the dominant "head of the household". She is not soft with Macbeth, she is quite angry as he bought the daggers back from Duncan's room, 'They must lie there', she tells him. The use of the imperative 'must' demonstrates that she knows what needs to be done and she is sure of herself. Apart from her irritation that Macbeth bought the daggers back, she is quite calm, collected and able to instruct Macbeth what to do next. This shows that Shakespeare presents Macbeth and Lady Macbeth's relationship as unusual because Lady Macbeth is leading Macbeth through the murder and a female taking control in the Tudor era would have been extremely out of the ordinary.

In Act 1, when Macbeth tells Lady Macbeth that he no longer wants to kill Duncan, she is appalled, and manipulates him into doing it, saying things such as 'when you durst do it, then you were a man'. By saying this, she is telling him he is no longer a man in her eyes if he does not kill Duncan. This is strange because a "normal" wife would most likely try to convince her husband not to murder the King. By questioning his manhood, it makes Macbeth want to commit murder to prove himself to his wife. In a standard relationship, this is not normal. Especially in the Tudor era, because women would not be able to say this to their husbands without consequences, by Lady Macbeth saying this to Macbeth, it shows how peculiar the dynamic of their relationship is, as it is like Lady Macbeth makes the decisions and Macbeth just follows her instructions.

At the start of the play, Macbeth and Lady Macbeth refer to each other as 'partners in greatness'. The word 'partners' suggests that they view each other as equals, (despite Lady Macbeth instructing Macbeth what to do and when with the murder). This is strange because usually the man would have more power in the relationship than the woman. However towards the end of the play, while Lady Macbeth is descending into madness, she asks Macbeth of his plans and he tells her not to worry his 'dearest chuck'. The phrase as a whole is quite endearing but compared to 'partners in greatness' it is patronising. His dismissal of her question and 'dearest chuck' shows he does not view her as equal or trust her anymore. This change in dynamic shows Shakespeare presents their relationship as unusual because after all she did to try to help him become King, why can he not trust her? Why can't a King trust his own Queen?

In the extract, Macbeth says he 'dare not' go back to Duncan's room as he is 'afraid' of what he has committed. To this, Lady Macbeth replies 'Give me the daggers.' and goes to finish off the job. This is strange because Macbeth is a one of, if not the best soldiers in Duncan's army. Earlier that day he 'unseamed' his old friend, but now he is 'afraid'? Brave Macbeth is afraid and his wife is having to finish off his work. Its unbelievable. A beautiful housewife is more brave than her great soldier husband. Strange. Shakespeare uses this to present their relationship as extremely strange as it would shock a Tudor audience that a woman can do a better job than a soldier. To a Tudor audience, it would be unthinkable, and that is how Shakespeare presents their relationship as unusual and strange.

In conclusion, Shakespeare presents Macbeth and Lady Macbeth's relationship as unusual and strange in a number of different ways, but mainly by shocking the audience, especially a Tudor audience, with the concept that Lady Macbeth is more in charge than Macbeth, as traditionally, the man is the head of the household.

What the examiner said:

- ✓ The response begins with a good example of a generalised contextual statement about gender roles in Shakespearian society. This is followed by supported comments on how the relationship is shown in the extract, and the ideas about gender are better explained although AO3 is far better in the comment further in the response about trust and equality, which is a clear example of Level 4 AO3.
- ✓ The candidate demonstrates good knowledge of the play as a whole and selects appropriate moments to use as references for their clear response to the task, which is sustained by the end and is also Level 4 for AO1.
- In order to secure the whole of this level, more focus on particular methods used to present the relationship would be helpful.

Read the following extract from Act 1 Scene 7 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth has decided that he is no longer prepared to carry out the plan to murder King Duncan.

	LADY MACBETH	Was the hope drunk Wherein you dressed yourself? Hath it slept since? And wakes it now to look so green and pale At what it did so freely? From this time, 5 Such I account thy love. Art thou afeard To be the same in thine own act and valour, As thou art in desire? Wouldst thou have that Which thou esteem'st the ornament of life, And live a coward in thine own esteem, 10 Letting I dare not wait upon I would, Like the poor cat i'th'adage?
	MACBETH	Prithee, peace. I dare do all that may become a man; Who dares do more is none.
15	LADY MACBETH	What beast was't then That made you break this enterprise to me? When you durst do it, then you were a man. And to be more than what you were, you would Be so much more the man. Nor time, nor place 20 Did then adhere, and yet you would make both. They have made themselves and that their fitness now Does unmake you. I have given suck and know How tender 'tis to love the babe that milks me: I would, while it was smiling in my face, 25 Have plucked my nipple from his boneless gums And dashed the brains out, had I so sworn As you have done to this.
	MACBETH	If we should fail?
	LADY MACBETH	We fail?
30		But screw your courage to the sticking-place, And we'll not fail.

Starting with this conversation, explore how far Shakespeare presents Lady Macbeth as a strong female character.

Write about:

- how far Shakespeare presents Lady Macbeth as a strong female character in this conversation
- how far Shakespeare presents Lady Macbeth as a strong female character in the play as a whole.

Read the extract from Act 2 Scene 2 of *Macbeth* and then answer the question.

Starting with this conversation, explore how Shakespeare presents the relationship between Macbeth and Lady Macbeth.

Macbeth

This is an extract from Act 2 Scene 2 of *Macbeth*.

At this point in the play, Macbeth has murdered Duncan and has returned to Lady Macbeth.

- MACBETH** Methought I heard a voice cry, 'Sleep no more:
Macbeth does murder sleep', the innocent sleep,
Sleep that knits up the ravelled sleeve of care,
The death of each day's life, sore labour's bath,
5 Balm of hurt minds, great nature's second course,
Chief nourisher in life's feast.
- LADY MACBETH** What do you mean?
- MACBETH** Still it cried, 'Sleep no more' to all the house;
'Glamis hath murdered sleep', and therefore Cawdor
10 Shall sleep no more: Macbeth shall sleep no more.
- LADY MACBETH** Who was it, that thus cried? Why, worthy thane,
You do unbend your noble strength to think
So brain-sickly of things. Go get some water
And wash this filthy witness from your hand.
15 Why did you bring these daggers from the place?
They must lie there. Go carry them and smear
The sleepy grooms with blood.
- MACBETH** I'll go no more.
I am afraid to think what I have done;
20 Look on't again, I dare not.
- LADY MACBETH** Infirm of purpose!
Give me the daggers. The sleeping and the dead
Are but as pictures; 'tis the eye of childhood
That fears a painted devil. If he do bleed,
25 I'll gild the faces of the grooms withal,
For it must seem their guilt.

Write about:

- how Shakespeare presents their relationship in this extract
- how Shakespeare presents the relationship between Macbeth and Lady Macbeth in the play as a whole.

<p>Identify two moments where Macbeth reveals his insecurity</p> <p>A3-S4</p>	<p>Explain why the announcement from Duncan is significant</p> <p>A4-S1</p>	<p>Retrieve two quotations that convey Macduff's shock</p> <p>A2-S3</p>	<p>List five adjectives to describe Macduff's emotions</p> <p>A4-S3</p>	<p>Explain the significance of Lady Macbeth's sleepwalking</p> <p>A5-S1</p>
<p>Identify three distinctive aspects of how the witches speak</p> <p>A1-S1</p>	<p>List five adjectives to describe Lady Macbeth</p> <p>A1-S7</p>	<p>Explain the significance of the darkness</p> <p>A1-S5</p>	<p>Explain the meaning of a 'hollow crown' and 'barren sceptre'</p> <p>A3-S1</p>	<p>List five adjectives to describe Lady Macbeth</p> <p>A5-S1</p>
<p>List the apparitions that emerge from the cauldron</p> <p>A4-S1</p>	<p>Explain the importance of the banquet to Macbeth</p> <p>A3-S4</p>	<p>Explain why Macbeth refuses to return the daggers</p> <p>A2-S2</p>	<p>Identify two moments where Macbeth expresses doubts</p> <p>A1-S7</p>	<p>Explain why Macbeth orders the murder of Banquo and Fleance</p> <p>A3-S2</p>
<p>Explain what Macbeth's 'asides' reveal</p> <p>A1-S3</p>	<p>Explain Malcolm's reference to a 'dead butcher'</p> <p>A2-S3</p>	<p>Explain the significance of Banquo's ghost</p> <p>A3-S4</p>	<p>Explain why Macbeth believes he leads a 'charmed life'</p> <p>A5-S8</p>	<p>Explain why Macbeth orders the murder of Macduff</p> <p>A4-S1</p>

<p>Identify two moments where Lady Macbeth shows frustration</p> <p>A2-S2</p>	<p>Explain the significance of Macbeth's fears of not sleeping</p> <p>A2-S2</p>	<p>Retrieve two quotations that describe Macbeth</p> <p>A4-S3</p>	<p>Retrieve two quotations that show Macbeth is regretful</p> <p>A2-S2</p>	<p>Retrieve the two most important lines in Macbeth's soliloquy</p> <p>A2-S1</p>
<p>Explain why Macbeth says he murdered the guards</p> <p>A2-S3</p>	<p>Retrieve two quotations that describe Macduff's family</p> <p>A4-S3</p>	<p>Explain why Macbeth sees Banquo as a threat</p> <p>A3-S1</p>	<p>List the prophecies made by the witches</p> <p>A1-S3</p>	<p>Explain the significance of Macbeth's bloodstained hands</p> <p>A2-S2</p>
<p>Retrieve two quotations that describe the witches' appearance</p> <p>A1-S3</p>	<p>List five adjectives to describe Macbeth</p> <p>A5-S9</p>	<p>Retrieve two quotations that describe Macbeth</p> <p>A1-S2</p>	<p>Explain the significance of the strange events</p> <p>A2-S4</p>	<p>Explain what Banquo means when he says Macbeth is 'rapt withal'</p> <p>A1-S3</p>
<p>Explain why how Macbeth reacts to Lady Macbeth's death</p> <p>A5-S5</p>	<p>Explain Macbeth's views on Duncan as a king</p> <p>A1-S7</p>	<p>Explain the significance of the stormy weather</p> <p>A2-S3</p>	<p>Explain what 'look like the innocent flower' means</p> <p>A1-S5</p>	<p>List five adjectives to describe Macbeth</p> <p>A3-S4</p>

Section 4: Power and Conflict Poetry

Ozymandias

- Shelley was a Romantic poet who criticised powerful rulers.
- The poem reflects ideas after the French Revolution, when people questioned authority.
- It suggests that power does not last over time.

Use for: power, pride, arrogance

Exposure

- Owen was a soldier in World War I.
- He wanted to show the reality of war, not the glory.
- Soldiers often suffered more from nature than the enemy.

Use for: war, suffering, reality of conflict

Remains

- Based on a soldier from the Iraq War.
- Modern warfare causes long-term mental trauma.
- Soldiers are affected even after returning home.

Use for: inner conflict

London

- Written during the Industrial Revolution.
- Society was unequal, with widespread poverty.
- Blake criticised those in power (government, church).

Use for: social conflict, power

Storm on the Island

- Reflects life in rural Ireland.
- Can link to the The Troubles.
- Suggests conflict can come suddenly and feel uncontrollable.

Use for: nature, fear, conflict

Checking Out Me History

- Agard grew up in a Caribbean country influenced by British colonial rule.
- Education often ignored Black history.
- The poem challenges this and reclaims identity.

Use for: identity, power, education

Tissue

- Dharker often writes about global identity and human experience.
- The poem reflects modern concerns about control and power.
- Suggests human systems (money, borders) are fragile.

Use for: power, control, identity

War Photographer

- Duffy was influenced by real war photographers.
- People in safe countries often ignore suffering in war zones.
- The poem criticises this lack of empathy.

Use for: conflict, perspective

The Charge of the Light Brigade

- Based on a real event in the Crimean War.
- Soldiers followed orders even when they were wrong.
- Reflects Victorian ideas about duty and honour.

Use for: power, authority

Focus on these key poems:

- Remains
- Exposure
- London
- Checking Out Me History

REMAINS

Quotes

“Probably armed, possibly not”

“His bloody life in my bloody hands”

Your turn: How is conflict presented in Remains and another poem from the poetry anthology?

Armitage presents conflict as something which _____

Your turn: How is power presented in Remains and another poem from the poetry anthology?

Armitage presents power as something which _____

EXPOSURE

Quotes

“Our brains ache”

“But nothing happens”

Your turn: How is war presented in Exposure and another poem from the poetry anthology?

Owens presents war as something which _____

Your turn: How is power presented in Exposure and another poem from the poetry anthology?

Owens presents power as something which _____

LONDON

Quotes

“Mind-forged manacles”

“Marks of weakness, marks of woe”

Your turn: How is conflict shown in London and another poem from the poetry anthology?

Blake presents conflict as something which _____

Your turn: How is power shown in London and another poem from the poetry anthology?

Blake presents power as something which _____

CHECKING OUT ME HISTORY

Quotes

“Dem tell me”

“I carving out me identity”

Your turn: How is identity presented in Checking Out Me History and another poem from the poetry anthology?

Agard presents identity as something which _____

Your turn: How is power presented in Checking Out Me History and another poem from the poetry anthology?

Agard presents power as something which _____

What you need to do

AO1: Knowledge of two references from each poem (4 in total) which work together to create the big ideas [What]

AO2: Ability to write about details of those key moments and how language has been used for impact [How]

AO3: Knowledge of the big ideas and how they contribute to the poets' messages [Why]

A top answer hits all three in every paragraph.

AQA questions usually say something like:

Compare how poets present power in Exposure and in one other poem from Power and Conflict.

This means:

You must write about the named poem.

You must compare with a second poem.

You must focus on the key word (e.g. power, conflict, nature)

Top tip: highlight/underline the focus of the question and mention it in every paragraph.

Planning – 2 references from each

Named poem

1. What do we learn about the focus? Power, conflict, memories, war, identity...
2. 2 references from the poem to support focus – analyse
3. How the references support what you're saying about the focus

2nd poem

1. What do we learn about the focus? Power, conflict, memories, war, identity...
2. 2 references from the poem to support focus – analyse
3. How the references support what you're saying about the focus

Compare how poets present the effects of power in 'My Last Duchess' and in one other poem from 'Power and conflict'.

L4 – 20/30

In 'My Last Duchess' by Wordsworth and in 'London' by Blake, both poets present the effects of power. In 'My Last Duchess' Wordsworth presents this through a Duke's jealousy of his wife smiling at other men and this loss of control over her is hinted to have led to her death and he is suspected to have ordered it however in 'London' Blake presents effects of power through the city ruled by a tyrant government and has led the citizens to suffer and endure the everyday pain of 'imprisonment.'

In 'My Last Duchess' Wordsworth uses the simile, "looking as if she were alive" telling the reader that she is dead, as the poem is a dramatic monologue this hints there is going to be a meaning to the death. The Duke then says, "The curtain I have drawn for you, but I" this shows he is known in control of his wife, who sees her and when. The repetition of the personal pronoun 'I' emphasises he is the only one in control known and believe he has all the power over her now suggesting he is a manipulator and obsessed with power and control.

Differently, 'London' has a consistent and regular rhyme scheme showing the monotony on London and the government control. However, similarly to 'My Last Duchess' Blake presents the idea that London is imprisoned and all affected by the control of the government like My Last Duchess as Wordsworth shows how unless the Duchess follows all her husband's rules and stays under his control she will die linking to the idea of imprisonment.

In London, the idea of imprisonment is shown through the repetition of "chartered" suggesting everything is controlled, following orders and this idea is emphasised in Blake's use of the noun "manacles" implying they feel as though they are locked away and unable to live freely, similar to My Last Duchess where she can't smile at another otherwise she gets killed.

In My Last Duchess, the Duke says, "I gave commands and all smiles stopped together" this proves that he 'commanded' her death and again he has control over that, this is the Duke taking the power back from his wife who 'smiled at others' and crept out of his control by having her killed and now he is fully in control. Wordsworth refers to this as like 'Neptune taming a sea-horse' here the Duke is referring to himself as a Greek God showing that he sees himself as very powerful and a Godly figure and he is sort of justifying his behaviour by comparing it to a God's action and he has also done this to intimidate and warn the man of his power so his next wife is more careful than his last.

Whereas power in London has driven the city mad, shown through the oxymoron, "marriage hearse" this creates a sense of confusion and shows that sadness and pain is always present even on the 'happiest day of your life'. Also Blake's repetition of the collective noun, "all" in stanza two, shows how much of an affect the government's control and power over the city has had on the people because everyone has suffered in result and no one is free from the pain.

Overall, effects of power is presented similarly by the poets through the idea that the control that is caused by the greed and obsession with power leads to others pain and suffering, in My Last Duchess her life was taken because the Duke couldn't handle his loss of control over the attention his wife receives or gives and in London the citizens of London suffer and have to survive the imprisonment and horrific conditions the tyrant rule of the greedy of government for power and control over the city has created.

What the examiner said:

- ✓ The response demonstrates a clear understanding of the task and uses both poems effectively to discuss ideas about the effects of power.
 - ✓ By the fifth paragraph they have started to explain the effects of methods on meanings and ideas effectively, in particular the treatment of the statue of Neptune.
 - ✓ The student understands the ways both poems present ideas about effects of power and also are able to use both poems effectively to illustrate their ideas throughout.
- Overall, this response achieves all of Level 4 and, to move into Level 5, it might be helpful to start to develop some of these ideas in more detail in order to present more of a thoughtful and considered approach.

Quick revision – write a thesis. In each poem from the anthology, what do we learn about POWER and CONFLICT?

Summer 2020

2 6

Compare how poets present the ways people are affected by difficult experiences in 'Remains' and in **one** other poem from 'Power and conflict'.

[30 marks]

Remains

On another occasion, we get sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.

5 Well myself and somebody else and somebody else
are all of the same mind,
so all three of us open fire.
Three of a kind all letting fly, and I swear

I see every round as it rips through his life –
10 I see broad daylight on the other side.
So we've hit this looter a dozen times
and he's there on the ground, sort of inside out,

pain itself, the image of agony.
One of my mates goes by
15 and tosses his guts back into his body.
Then he's carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
20 Then I'm home on leave. But I blink

and he bursts again through the doors of the bank.
Sleep, and he's probably armed, possibly not.
Dream, and he's torn apart by a dozen rounds.
And the drink and the drugs won't flush him out –

25 he's here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered land
or six-feet-under in desert sand,

but near to the knuckle, here and now,
30 his bloody life in my bloody hands.

Simon Armitage

Key Vocabulary for each poem

Ozymandias, by Percy Bysshe Shelley (1818)

Arrogance	A exaggerated sense of self-importance
Transient	Impermanent; something that doesn't last
Tyrant	A cruel, ruthless ruler

London, by William Blake (1792)

Imagination	The ability to think creatively and form new ideas
Liberty	Freedom, the power to pursue a chosen way of life
Morality	Perceptions of acceptable and unacceptable behaviour
Oppression	Treatment that is cruel and unfair
Revolution	The forcible overthrow of a government

The Prelude, by William Wordsworth (1799)

Imagination	The ability to think creatively and form new ideas
Sublime	A feeling characterised by a mixture of fear and awe

My Last Duchess, by Robert Browning (1842)

Authoritarian	Behaviour characterised by a desire to control; the expectation of obedience
Monologue	A speech presented by a single character
Possessive	Controlling; fearful of loss
Syntax	The arrangements of words and punctuation marks in a sentence

The Charge of the Light Brigade, by Alfred Lord Tennyson (1854)

Artillery	Heavy, powerful guns
Dutiful	Obedient and reliable; keen to meet expectations
Heroism	Remarkable bravery
Massacre	Brutal slaughter on a large scale
Patriotism	National loyalty and enthusiasm

Exposure, by Wilfred Owen (1918)

Exposure	Unprotected from something harmful; the revelation of damaging or unexpected information
Hallucination	The experience of perceiving something not actually present or real
Inevitable	Certain to happen; unavoidable
Trauma	The enduring effects of frightening, stressful experiences

Storm on the Island, by Seamus Heaney (1966)

Ambiguous	Open to interpretation; unclear
Defiant	Challenging; resisting authority or power
Isolation	Feeling alone; being alone

Bayonet Charge, by Ted Hughes (1957)

Hallucination The experience of perceiving something not actually present or real

Patriotism National loyalty and enthusiasm

Terror Extreme fear

Remains, by Simon Armitage (2008)

Brutal Extremely violent; harsh

Colloquial Informal; chatty; conversational

Looter A person who opportunistically steals, typically during a war or a period of social unrest

Trauma The enduring effects of frightening, stressful experiences

Poppies, by Jane Weir (2005)

Conflicted A feeling characterised by confusion and worry

Monologue A speech presented by a single character

Wistful A feeling characterised by a sense of loss and longing

War Photographer, by Carol Ann Duffy (1985)

Desensitised A lack of feeling towards distressing scenes of violence and injustice

Iconic Widely recognised

Napalm A highly flammable chemical used by the American army during the Vietnam War

Suffer To undergo extreme pain or hardship

Tissue, by Imtiaz Dharker (2006)

Abstract Something based on an idea; something conceptual

Optimistic Hopeful; confident about the future

The Emigrée, by Carol Rumens (1993)

Contrast To differ significantly

Exile Being blocked from returning to a native country, usually for political or punitive reasons

Idealised Something that is regarded as being far better than it is in reality

Identity Sense of self; beliefs, values, language, characteristics, appearance

Checking Out Me History, by John Agard (2005)

Creole A language created by combining and developing and other languages

Eurocentric Singular focus on European history and culture; exclusion of more global perspectives

Grand Narrative	Reductive, but widely accepted, historical perspectives (e.g. Black history as 'just' slavery)
Standard English	The form of English closely associated with authority, schooling and politics
Subversive	Challenging, particularly towards established powers and ways of thinking

Kamikaze, by Beatrice Garland (2013)

Culture	Common values, beliefs and traditions of a community
Honour	Actions that confer respect and admiration
Sacrifice	To lose, reject or give away something valuable
Shunned	To be intentionally avoided and ignored

Section 5: Unseen Poetry

AO1 – Understand the poem & give a clear response

Students need to:

- Show they understand the poem's meaning (what it's about on the surface + deeper ideas).
- Pick out key messages, themes or feelings.
- Use short, relevant quotations to support your ideas.

Give a personal response (what you think the poem is doing or showing). Say what the poem is about and what ideas it explores, using evidence.

AO2 – Analyse the writer's methods

Students need to:

- Identify language techniques (metaphor, simile, personification, contrast, tone, etc.).
- Comment on structure (stanzas, shifts, repetition, punctuation, pace).
- Explain the effect of these choices on the reader.
- Use subject terminology accurately but not excessively.

Explain how the poet uses language and structure to create meaning.

AO3 – Compare two poems (for the comparison question)

Students need to:

- Identify similarities and/or differences in ideas, themes, or feelings.
- Compare methods (language, structure, tone).
- Use quotations from both poems.

Make the comparison throughout, not in separate chunks. Show how the two poets explore similar or different ideas, and how they do it.

For the first unseen poem (24 marks):

- ✓ What is the poem about? (AO1)
- ✓ What ideas or feelings does it explore? (AO1)
- ✓ Which methods does the poet use? (AO2)
- ✓ What is the effect on the reader? (AO2)

For the comparison (8 marks):

- ✓ What is similar or different about the ideas? (AO3)
- ✓ How do the poets use methods to show this? (AO3)

**In ‘Scaffolding’, how does the poet present the speaker’s feelings about their relationship?
[24 marks]**

Scaffolding

Masons, when they start upon a building,
Are careful to test out the scaffolding;

Make sure that planks won’t slip at busy points,
Secure all ladders, tighten bolted joints.

5 And yet all this comes down when the job’s done
 Showing off walls of sure and solid stone.

So if, my dear, there sometimes seem to be
Old bridges breaking between you and me

10 Never fear. We may let the scaffolds fall
 Confident that we have built our wall.

*masons: people who make buildings from stone

L4 – 15

The poem’s title ‘Scaffolding’ is a structure that attaches to buildings and allows masons to work on the building and mend it. In this poem the poet has used it as metaphorical meaning for their relationship. This presents that the speaker’s feelings about their relationship is that it no longer needs to be built or supported suggesting the speaker feels confident in their relationship and that it is a strong one.

This idea is shown through the quote “never fear” this short sentence shows their confidence in their relationship and the use of the time marker ‘never’ emphasises the lack of worry the poet is experiencing and that they truly believe the relationship is strong enough to stand on its own. The start of the poem the poet says when “starting building you need to be careful” suggesting they took precautions when going into the relationship and that it began slowly making sure it was right. “Make sure planks won’t slip” metaphor for making sure their foundations of the relationship are made and strong so they can continue growing and possibly leading to a long term and healthy relationship.

In the middle, the metaphor, “old bridges breaking between you and me,” suggests they have fallen out and it’s not perfect but that is seen as healthy if in proportion and in the end the poet says, “confident that we have built our wall” showing that they have reached a point in their

relationship where worry and percussions are no longer needed moving forward. And the use of the collective noun “our wall” can be inferred they are now one and ready to start a life together as they ‘share a wall’ suggesting they now share a life.

Overall the poet shows how the speaker feels more confident about their relationship as it is strong enough to be without extra support.

What the examiner said:

- ✓ This is a clear and sustained answer to the question from a student who has a clear grasp of the meaning of the poem. They refer to details from the poem to support their answer and make a range of increasingly clear points explaining the meaning and ideas with some well-selected moments as support for this explanation.
- ✓ The fourth paragraph begins to link methods to meanings effectively with the comment on the collective noun ‘our’, moving them towards the top of Level 4.
- In order to secure this, it would have been helpful to focus a little more on writer’s methods linked to meanings.

In both ‘Yours’ and ‘Scaffolding’, the speakers describe their feelings about the strength of romantic relationships.

What are the similarities and/or differences between the methods the poets use to present these feelings? [8 marks]

Yours

Daniel Hoffman 1923 – 2013

I am yours as the summer air at evening is
Possessed by the scent of linden blossoms,

As the snowcap gleams with light
Lent it by the brimming moon.

Without you I'd be an unleafed tree
Blasted in a bleakness with no Spring.

Your love is the weather of my being.
What is an island without the sea?

During 'Scaffolding', the relationship presented as truly strong, "sure and solid stone", whereas in 'Yours' it appears for more romantic and pleasant "summer air". Throughout Hoffman's poem there is natural imagery, beautiful and romanticised at the beginning, "showcase gleams with light." The use of light reflects the positivity of the relationship, as if there is truly nothing negative about it. The speaker appears utterly smitten, stating that they would be nothing without them, "without you I'd be an unleafed tree" showing how they believe they are not complete without this person.

One way both poems are similar are the use of vibrant vocabulary – both reflecting how strongly they feel about their loved one, "Blasted", "Solid". As well as this both poems are split into two line stanzas, showing the strength of the love in both relationships. Also both poems finish sentences in the same place (other than one line) – this may reflect how both speakers feel the same way about their loved ones, despite presenting it in different ways.

However, both poems are also different – Heaney's is more controlled which reflects the strength of their relationship. This is shown through the use of punctuation to show the control also shown with the use of a controlled rhyme scheme – along with the relationship being compared to the process of building a wall – reflecting the strength of the relationship. Whilst Hoffman's poem is far less controlled, almost being shown to be a 'wild love'. This is reflected through the lack of rhyme scheme – enjambment throughout the lines to create a reflection of love so passionate you can't think of breathe or speak.

Also in Hoffman's poem – there is natural imagery used, "brimming moon", this gives the relationship an almost unpredictable, exciting feeling. nature is unpredictable, reflecting this relationship as shown through having no clear rhyme scheme or order.

What the examiner said:

- ✓ This is a thoughtful comparison of the ideas in the two poem. From the start the student is focused on the requirements of the task with an opening sentence that sets up this thoughtful comparison.
- ✓ The student considers a range of methods, comparing and contrasting the effects of these in a way that is rooted in a comparative discussion of ideas. The third paragraph is a strength of this answer as it provides a thoughtful comparison of 'control' that is well-explained and illustrated.
- In order to move into Level 4, perhaps the student could begin to take this further into an analysis of effects of methods.

In 'I Am Offering this Poem', how does the poet present the speaker's feelings about love? [24 marks]

I Am Offering this Poem

I am offering this poem to you,
since I have nothing else to give.
Keep it like a warm coat
when winter comes to cover you,
5 or like a pair of thick socks
the cold cannot bite through,

I love you,

I have nothing else to give you,
so it is a pot full of yellow corn
10 to warm your belly in winter,
it is a scarf for your head, to wear
over your hair, to tie up around your face,

I love you,

Keep it, treasure this as you would
15 if you were lost, needing direction,
in the wilderness life becomes when mature;
and in the corner of your drawer,
tucked away like a cabin or hogan*
in dense trees, come knocking,
20 and I will answer, give you directions,
and let you warm yourself by this fire,
rest by this fire, and make you feel safe

I love you,

It's all I have to give,
25 and all anyone needs to live,
and to go on living inside,
when the world outside
no longer cares if you live or die;
remember,

30 I love you.

*hogan: wooden hut/shelter

Jimmy Santiago Baca

In both 'The sun has burst the sky' and 'I Am Offering this Poem' the speakers describe their feelings about love.

What are the similarities and/or differences between the methods the poets use to present these feelings? [8 marks]

The sun has burst the sky

The sun has burst the sky
Because I love you
And the river its banks.

5 The sea laps the great rocks
Because I love you
And takes no heed of the moon dragging it away
And saying coldly 'Constancy is not for you'.

10 The blackbird fills the air
Because I love you
With spring and lawns and shadows falling on lawns.

The people walk in the street and laugh
I love you
And far down the river ships sound their hooters
Crazy with joy because I love you.

Jenny Joseph

Mark Schemes

Macbeth, A Christmas Carol and An Inspector Calls

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and whole text • Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task 	

Macbeth and An Inspector Calls AO4 (SPaG)

Performance descriptor	Marks awarded
<p>High performance: In the context of the level of demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>	4 marks
<p>Intermediate performance: In the context of the level of demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	2–3 marks
<p>Threshold performance: In the context of the level of demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.</p>	1 mark

Anthology Poetry

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear comparison • Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It is a focused comparison which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p>At the bottom of the level, a candidate will Level 3 and be starting to demonstrate elements of clear comparison and/or clear explanation of writer's methods and/or clear understanding of contexts.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained comparison • References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It includes a structured focus on comparison with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 2 and be starting to make some structured comparison and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task 	

Unseen Poetry

Level 4 <i>Clear understanding</i> 13–16 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and text • Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology.</p> <p>At the bottom of the level, a candidate will have level 3 and be starting to demonstrate elements of understanding and / or explanation of writer's methods.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader 	
Level 3 <i>Explained, structured comments</i> 9–12 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and text • References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by relevant use of subject terminology.</p> <p>At the bottom of the level, a candidate will level 2 and be starting to explain and / or make relevant comments on writer's methods.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	

Unseen Comparison

Mark	AO	Typical features of response
Level 4 7–8 marks	AO2	<ul style="list-style-type: none"> • Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously • Convincing comparison of effects of writers' methods on reader
Level 3 5–6 marks	AO2	<ul style="list-style-type: none"> • Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods • Comparative examination of effects of writers' methods on reader
Level 2 3–4 marks	AO2	<ul style="list-style-type: none"> • Relevant comparison of writers' use of language and/or structure and/or form with some relevant use of subject terminology • Some comparison of effects of writers' methods on reader
Level 1 1–2 marks	AO2	<ul style="list-style-type: none"> • Some links between writers' use of language or structure or form • Some links between effects of writers' methods on reader
0 marks	Nothing worthy of credit/nothing written	

KS4 Essential and Advanced Knowledge – Linking Moments

An Inspector Calls	A Christmas Carol	Macbeth
<ul style="list-style-type: none"> • The Inspector's arrival interrupting Birling's speech • The 'sharp ring of the doorbell' and the 'sharp ring of the telephone' • Inspector's use of inclusive pronouns vs. the Birlings use of possessive pronouns • Sheila's change from 'mummy' to 'mother' • Sheila's move from 'is it the one you wanted me to have?' (accepts the proposal) to 'not yet, I must think' (when she rejects the ring) • The 'thousands, yes thousands' that Birling offers being eclipsed by the 'millions and millions and <u>millions</u>' of lower class lives the Inspector immediately references in response 	<ul style="list-style-type: none"> • Opening similes vs. ending similes (e.g. 'solitary as an oyster', 'hard & sharp as flint' vs. 'happy as a schoolboy', 'light as a feather') • Semantic field of cold to describe Scrooge in the opening & cold linking to isolation • Motif of fire and warmth linked to family and togetherness • The fog and cold weather in the opening vs. the 'golden sunlight' and fog lifting at the end (pathetic fallacy) 	<ul style="list-style-type: none"> • We first hear about Macbeth through the words of the witches 'all hail Macbeth' • Macbeth's first line 'so fair and foul a day' mirroring the words of the witches • 'For brave Macbeth' to the 'dead butcher' • 'Come you spirits' to the 'fiend-like queen' • Motifs of blood and water throughout • The inversion of 1:5 and 5:1 – in 1:5, she calls to the spirits, in 5:1, she is punished

An Inspector Calls Example

- Start - Inspector **interrupts** the family dinner
- Middle - Mr Birling **interrupts** the Inspector when he interrogates him but the Inspector talks over him
- End - Sheila **interrupts** her family to repeat the Inspector's message about collective responsibility being important
- AO2: interruptions demonstrate power and authority
- AO3: Interruptions demonstrate the power of the younger generation to create change by taking power and authority from older generation

A Christmas Carol

1. **Opening similes vs. ending similes:** 'solitary as an oyster' vs. 'merry as a schoolboy'.

*The contrast between 'solitary as an oyster' and 'merry as a schoolboy' highlights Dickens's message that **people can change**, so that we understand compassion and community are essential to a meaningful life.*

2. **Semantic field of cold to describe Scrooge in the opening and cold linking to isolation**

The contrast between cold and warmth makes Scrooge's transformation more powerful later, when he becomes warm, joyful, and generous — joining the warmth he once rejected.

3. **Motif of fire and warmth linked to family and togetherness**

The motif of fire and warmth highlights family, generosity and community despite material poverty, harsh conditions, or the physical coldness of the world around them.